Requesting Librarian-Led Information Literacy Support: Instructor Approaches, Experiences, and Attitudes

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abstract: This project sought to better understand why course instructors request librarian involvement to teach information literacy skills. Librarians at two large institutions surveyed 29 instructors and then interviewed 11 about their experiences working with librarians, their motivations for involving librarians in their courses, and their goals for including information literacy instruction. The study found that instructors had many different levels of experience with the library. Motivations for inviting librarians to their classes included creating a support network and sharing librarian expertise with students. The researchers also discuss instructor participation in library instruction sessions, including commentary, where they reinforce points made by the librarian during class, and bookending, where they sandwich librarian involvement between preliminary or concluding remarks.

Introduction

Every year, thousands of instructors request librarian involvement in their courses. There are also thousands of college teachers with whom librarians would like to collaborate but who are unresponsive to librarian overtures. What makes one instructor receptive to librarian involvement in their classes, and another uninterested? Do their library experiences as undergraduates, graduate students, and faculty play a role in their motivations to collaborate with librarians? And why do they invite librarians into their courses semester after semester?

Numerous articles each year report on the efforts of librarians to work with faculty to establish and deliver effective instructional experiences. Maria Perez-Stable, Judith Arnold, LuMarie Guth, and Patricia Fravel Vander Meer note that in 2018 alone, more than 240 articles addressed faculty-librarian collaboration.[1] These articles often focus on the partnerships librarians have with faculty members[2] and how faculty view librarians,[3] but rarely does the literature discuss why instructors choose to have librarians in their classrooms. To contribute to filling this gap in the literature, this study explored the following research questions:

1. What caused faculty to first seek out a librarian to come to their classroom?
   a. How did faculty find out about the option of inviting a librarian into their classroom?
   b. Did the instructors have a positive experience with the library as students that helped them succeed?
   c. Did the instructors who work with librarians have negative experiences as students that caused them to seek out library contact that they believe their education lacked?
2. Why do faculty repeatedly invite librarians into their classrooms?
3. How do instructors' experiences with the library relate to how they see librarians' role in the classroom?

The researchers examined these questions because they believed that comprehending instructors' frame of reference helps librarians better understand opportunities to collaborate to improve student learning and success. This study used a mixed methods methodology to study why teachers at two large universities requested library instruction. The researchers examined how the instructors' library experiences as students impacted their requests for library instruction, as well as how they approach librarian involvement in the classroom. Is there a relationship between a positive experience with the library and bringing librarians into their classes? Alternatively, do instructors involve librarians and information literacy because they want to provide background that their own education lacked? If librarians visit their classrooms, how do the instructors perceive their own role during the library session?

Literature Review

The library literature abounds with articles exploring the relationship between librarians and faculty members. Sue Phelps and Nicole Campbell theorize that "because librarians depend on faculty for support in many areas of their jobs, much energy is devoted to marketing to faculty, assessing faculty needs, and strategizing how to maneuver in the relationship to accomplish the goals of the library."[4] Multiple researchers have observed that there is little reciprocity in research on library-faculty relationships: the library literature features numerous studies on these relationships, but few faculty appear to have examined these dynamics.[5]

The literature reveals that faculty perspectives on librarians and their roles as educators are varied and sometimes even contradictory. Larry Hardesty declared, "We seldom met hostility towards the library and librarians from faculty members (but we did meet

it). Nevertheless, we did find considerable indifference, passivity, and inertia toward the library."[6] Some researchers concluded that professors value librarians primarily for the services they provide to the campus,[7] while others particularly appreciate librarian expertise.[8] Lars Christiansen, Mindy Stombler, and Lyn Thaxton found that faculty believe librarians' "primary duties are the organization and facilitation of access to knowledge and other resources."[9] Within the area of information literacy, researchers have found that some "faculty do not view librarians as peers and assume that they do not have pedagogical knowledge."[10]

Although the library literature can paint a disappointing picture of faculty perceptions of librarianship, multiple studies also have found that faculty members consider it important that students learn library research skills.[11] Laura Saunders observed that college teachers "unanimously and overwhelmingly agree that information literacy is important for their students, underscoring their feelings with words like 'critical,' 'absolutely,' and 'essential.'"[12] This may be because academics commonly perceive student information literacy skills as inadequate. Several studies observe that college instructors recognize gaps in students' information literacy skills.[13] For example, both Eleonora Dubicki and Heather Brodie Perry found that faculty commonly thought that students demonstrated inadequate skills in evaluating information.[14]

> **Academics commonly perceive student information literacy skills as inadequate.**

Despite faculty members' often-critical perceptions of librarian contributions, researchers have found that faculty do identify a librarian role in teaching information literacy, although that role may vary from what librarians expect. Yvonne Meulemans and Allison Carr determined that faculty's "understanding of the teacher-librarian's role is far different" from that of librarians.[15] The gap between common requests for services such as library tours and librarians' desire for deeper curricular collaborations can cause frustration.[16] However, researchers also find that faculty members see value in librarians sharing their expertise with students.[17] Perez-Stable, Arnold, Guth, and Vander Meer determined that "concern for developing students' searching skills and helping them learn how to access credible resources were priorities with faculty, and faculty viewed librarians as having the knowledge important for helping students develop IL."[18] Similarly, Kate Manuel, Susan Beck, and Molly Molloy found that college teachers recognized and valued librarian expertise in information literacy.[19]

> **The gap between common requests for services such as library tours and librarians' desire for deeper curricular collaborations can cause frustration.**

Faculty members' motivations for working with librarians to improve student information literacy skills vary. Manuel, Beck, and Molloy found that faculty may value library instruction as a way to support student needs in the short term, such as to complete a course assignment.[20] Laurie Morrison found, however, that college teachers request library instruction for multiple reasons, including a desire to help students succeed both in the academy and in the workplace.[21]

Researchers have found that although some faculty value library instruction and librarian-provided information literacy support, others feel that this assistance is unnecessary.[22] Claire McGuinness observed that "one of the more striking themes to emerge from the data analysis was the pervasiveness of the belief that the extent to which students develop as information literate individuals depends almost entirely on personal interest, individual motivation and innate ability, rather than on the quality and format of the available instructional opportunities."[23] Academics who consider such instruction unnecessary may not have received formal information literacy teaching themselves. J. Edmund Maynard noted that the majority of faculty who did not include library instruction in their classes were self-taught in their information literacy skills.[24]

Although Maynard postulated that attitudes would shift as more faculty received formal library instruction as students,[25] this change has not been documented in the literature. The expectation that more library experiences in the classroom would change faculty attitudes may be due to the constructivist nature of information literacy. In a constructivist learning model, students use their prior knowledge as a foundation and build on it by applying what they learn to real-life contexts and situations. Constructivism and information literacy have a long history, stemming back to at least 1996.[26] Constructivism assumes that people learn by actively engaging with information instead of passively taking it in, such as by observation or listening to a lecture.

This study's researchers expected that instructors' experiences as undergraduate students, positive or negative, affected their instructional choices later as teachers. The study focused on instructors' experiences, motivations, and approaches to develop a more holistic understanding of information literacy in the classroom.

Methodology

What was the impetus for instructors to request library instruction, and how do their experiences with the library shape their decision to do so? This mixed methods study used an initial survey and follow-up interviews at two large, public, doctoral institutions of more than 40,000 students each. Researchers had approval to conduct the study from the human subjects review boards of both institutions. The sample was instructors who had requested library instruction in the last year.[27] Examples of such instruction include a librarian visiting the instructor's course online or in person, preparing a tutorial or LibGuide, or giving a tour.

Initially, instructors filled out a survey (see Appendix A). Some survey questions were developed by the researchers, and others were drawn from prior research on this topic.[28] This survey focused on estimating the scope of library involvement and determining how instructors learned about the option of having a librarian involved with their courses. At the end of the survey, participants were asked if they would be willing to take part in a follow-up interview. Those selected were each given a $10 Amazon gift card for their time.

The survey was disseminated to 54 instructors across the two institutions who had requested library instruction in the last year. The survey received 19 responses from Indiana University Bloomington and 10 responses from Texas A&M in College Station. These responses were combined into a single data set of 29 responses. Survey respondents

included faculty members (86 percent) and graduate students with teaching responsibilities (14 percent). The majority (76 percent) of respondents identified as women. Respondents had a variety of academic backgrounds: 12 (42 percent) had doctoral degrees, 14 (48 percent) had master's degrees, and 3 (10 percent) had another type of degree. Many respondents had substantial teaching experience, with 11 (38 percent) reporting more than 10 years of teaching, 9 (31 percent) indicating 5 to 10 years in the classroom, and 9 (31 percent) less than 5 years of experience. Respondents' disciplinary backgrounds were generally in the arts and humanities (55 percent) and social sciences (38 percent).

Interviews were conducted with survey respondents who had expressed willingness to participate in a follow-up interview. The researchers chose subjects who had different experiences in their undergraduate career as well as different motivation for requesting library instruction. Due to the COVID-19 pandemic, interviews were conducted via Zoom. In total, 11 interviews were conducted, 5 at Texas A&M and 6 at Indiana University Bloomington. Each interview lasted between 25 and 50 minutes. Questions built upon the responses of the survey participants, including getting more detailed information about the instructors' undergraduate experience of the library and how their relationship with the library changed over time (see Appendix B). Questions in the interviews focused on two things. First, they asked why the instructor invited librarian involvement in their classrooms. Second, questions dealt with what instructors saw as their role in the classroom while a librarian was presenting.

Each researcher analyzed the interviews from their own institution by reviewing interview notes and transcripts for themes. The purpose of the analysis was not to compare institutions but to observe patterns that would be helpful in librarian practice. If applicable to the research questions, verbatim quotations were transcribed. Using these notes and transcriptions, the researchers selected salient themes with illustrative quotations, then normed themes across the two institutions.

Results

Impetus for Initial Librarian Involvement

The surveys and interviews were designed to help the researchers better understand how and why instructors made an initial request for librarian involvement in their courses. Patterns emerged that elucidated how they learned about the possibility of a librarian coming to their classrooms and the role that their experiences played in choosing to involve librarians in their classes.

How Instructors Find Out about Library Instruction

Survey responses indicated that the most common way for instructors to discover the possibility of library involvement in their courses was via word of mouth within their own departments. Many respondents said that they heard about this option from a colleague or a course coordinator. Another typical way to hear about this opportunity was via direct contact from a librarian. No respondents reported that they found out about this option via the library website.

Instructors' Library Experiences

The researchers also wanted to understand the respondents' experiences using libraries during their own education. Just over half the respondents (15, or 52 percent) described themselves as frequent library users during their undergraduate degree programs. Another 10 (34 percent) identified themselves as moderate library users during that period. Four respondents (14 percent) considered themselves infrequent library users. When asked how they used the library, the most common responses were for study space, to check out books, to access databases, and for research (see Table 1).

The researchers asked the respondents to assess their library skills and knowledge on a 5-point Likert scale at different points of their academic careers: as undergraduates, as graduate students, and as faculty members (see Appendix A). Because respondents were at different points of their academic careers, the number of responses for each category varied from 25 (graduate experiences) to 29 (undergraduate experiences). The researchers assigned each point of the Likert scale a numerical value and averaged those values to compare levels of library knowledge across the three points of the respondent's academic career. These results are depicted in Table 2. Instructors indicated that they had more library knowledge and skills when they were graduate students than they did earlier and later in their career. The researchers postulated that this could be due to more recent library training or support from advisers.

Interviewees reported a range of library experiences as undergraduates. Describing their perceptions of the library, they used terms like "intimidating," and most indicated that they had little formal training in information literacy and research. One reflected:

> I was not the student that I am today. I think a lot of people say that, but I mean it . . . The most I recall from undergrad was that I was very hunt and peck and find on my own. I would physically walk in and start looking around at physical objects in my library. Searching was very hit or miss, very physical, very find what you can find with the resources available.

Other interviewees noted how different the library was in their undergraduate years. For instance, one remembered teaching themselves to use card catalogs and microfiche readers, describing that process as "not very effective." Interviewees mentioned ad hoc methods of learning about library research, which included learning from peers or family members and through working at a campus writing center.

Interviewees also described a wide range of experiences as graduate students. Some reported having formal library training as graduate students, either from a librarian or a course instructor. For instance, one interviewee recalled that "we did have classroom visits (in graduate program). I remember that vividly." Others mentioned a bibliography class in graduate school as instrumental for their learning research skills. Another described a workshop series in graduate school on topics such as citation management.

Other interviewees, however, did not have library research training. One speculated that their graduate program lacked library training because "we were already expected to know a bit about doing research at this level." Instead of formal library training, they used informal strategies for learning research skills. For instance, one recalled that "students banded together to learn the systems and how to do effective research for theses."

Table 1.
Ways of using the library as an undergraduate

Code	Number of responses
Study space	24
Books	16
Databases	13
Research and resources	12
Specialty resources	3
Computer use	1
Librarian help	1
N/A	1

They described these strategies as incomplete, however. One noted, "When I got to the dissertation with my PhD, the level of research and strategies got much more in depth, and that was working with each other as peers to try to find the best materials for what we were doing. Even as a PhD, I didn't fully understand."

Instructor Motivations for Librarian Involvement

The interviewees valued the contributions of librarians in the classroom regardless of their experiences as students. This perception of value contributed to instructors' decisions to invite librarian involvement in the classroom.

Librarian Expertise

One common reason that instructors valued librarian involvement in the classroom was the expertise of librarians. Librarians' specialized knowledge, particularly in database searching, was recognized as a skill set that added value to classroom teaching. For instance, one interviewee explained,

I want [students] to be humbled a little bit. I know how to search pretty well, but meeting someone that really knows how to search . . . they are always blown away by what a professional has available to them. We want to have really high standards in our field; they have really high standards in their field. So if you need something, go ask a professional, don't be an amateur . . . I think it's important they understand the resources, and I think it's important they understand how amateurish their searching is.

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Table 2.

Library knowledge and skills declared by undergraduates, graduate students, and faculty

	Undergraduate (n = 29)	Graduate (n = 25)	Faculty (n = 25)
Not knowledgeable at all (1)	1	0	0
Slightly knowledgeable (2)	7	0	1
Neutral (3)	2	2	1
Somewhat knowledgeable (4)	16	15	18
Very knowledgeable (5)	3	8	5
Average	3.49	4.24	4.08

Interviewees indicated that they leveraged librarian expertise in the classroom to reinforce their own instruction. Librarians served as a second authority on a topic, reiterating and expanding upon content delivered by instructors. One interviewee explained that they requested library instruction because "I want them [the students] to hear the things that I've been saying [all] along but from someone else." Another noted, "I think it is beyond helpful, extremely great for our students. It's the second voice of authority that they are getting exposed to." A third declared, "I love when the librarians come in because it's another voice in addition to my own."

Connecting Students to a Support Network

A second reason for valuing librarian involvement was instructors' perception that it helped students identify librarians as part of an available support network. Instructors emphasized that connecting students to a network of support resources was important to establishing a university community. One instructor described the library sessions as important to students in terms of "critical reading, thinking, writing—in the sense of analysis—but it's really connected to the idea of critical care." Another teacher reflected on their own experience as a college student, noting the importance of encouragement and care for students from an equity perspective:

> I didn't come from a long line of people being exposed to scholarship . . . I mean, I was talking to my mom today, and she said, "Now you sound like a professor." Our students come from all backgrounds, and I think it's important to do a little instruction and if you want to call it handholding. Because if we don't know who has experience and confidence with how you engage research, those students [who had instruction] will continue to do well. And those students who haven't had that, maybe they move a little bit closer towards being a more scholarly type person, but a lot is put on them to figure it out. I don't like that approach. I don't think it's an equitable approach.

Establishing a support network could mean introducing students to more people who can help them, but it also could entail helping them learn to find their own support resources. Instructors felt that inviting a librarian

Instructors felt that inviting a librarian to their class was about teaching students to use experts.

to their class was about teaching students to use experts. As one instructor explained, "Someday you need to be that expert, but until then, you need to find experts." Establishing this support network was why some college teachers still have the students meet the librarian in the library, versus having the librarian come to the course:

> It can be a really helpful reminder for them to go to the physical space of the librarian and interact with a librarian and remind them that this is their job, they are a resource for you in the same way that I as an instructor am a resource for you . . . Take advantage of this resource because I might know the content, but I am probably not the expert when it comes to navigate the contents of a complex, multipart system like the library.

Instructors valued librarian expertise as an additional resource for students. Interviewees wanted students to recognize that they had access to a network or community of support at the university, and that the instructors were not the only helpful resource available to them. For instance, one teacher noted that they invited librarians to the classroom because they were "building a network so [the instructor] is not the only person they can ask." Another questioned, "Why do I have to be the only person who knows everything? You need to go talk to these other people who can help you." Instructors recognized that students may not have identified librarians as part of the student support community on campus.

Instructor's Role in the Classroom: Commentary and Bookending

Study results also revealed that instructors' view of librarian involvement related to instructors' perceived role in the classroom. Teachers saw themselves as active participants, often taking part in the lecture as a co-presenter, reinforcing the librarian's points. For example, one interviewee said, "I end up getting invested in the instruction. Even if I hear the same spiel several times, I find myself chiming in, here's an example of this, or don't forget that. It feels like you're team-teaching for the day."

This type of active participation often included reminding the librarian of specific content that might be included. The researchers describe this type of participation as "commentary":

> I kind of do color commentary . . . Do you see what she's showing you, what he's showing you? "Tell the story about the crying MBA student . . . tell that story, tell that story." . . . They remember the specific stories more than they remember the specific content . . . The stories are what the students remember.

The commentary provided by the instructor was intended to reinforce the librarian's instruction and to tie the librarian's teaching to the course content. By providing the commentary, the instructor engages the librarian as a co-facilitator. Motivations for commentary were often part of establishing the librarian as part of a support network.

Instructors also commonly indicated that they made specific choices in the classroom to signal the value of library instruction to their students, a phenomenon the authors of this paper call "bookending." Bookending is a pedagogical approach that involves intentionally prefacing or following the library session with an instructor-led discussion. One instructor explained,

> What I do is, before the class, I let them know the librarian is coming and I try to encourage students to ask questions and participate. The first year . . . I noticed that the students were extremely quiet during the library session. Now I kind of advertise beforehand. I advertise the librarian's role and authority to help them pay attention.

The authors of this paper did not find any descriptions of bookending in the literature, though they do believe that the phenomenon is not unique to this study. Librarians seem to value instructors being present[29] and collaborate with them to make sure that the lesson fits the learning objectives.[30] Instructors noted that they reinforce the value of the library session by contextualizing the instruction after the librarian departs. One teacher explained, "I like [librarians] to not be there the whole time because after they leave I say, 'Okay, now you can find it, now you have it, how do you speak it.' . . . I do an exercise where I give them a citation, and an environment like giving a presentation on running effective meetings."

Although some instructors articulated doing either prefatory or post-session contextualization, some used both strategies, bookending the library session before and after. One instructor explained, "I see my role in the prep of getting my students ready for that. Because then it's really just getting the student ready for that team meeting. I am just facilitating that meeting . . . The next class period, we would have a big share out. What did they show you that was great, what did they show you?"

It was not always clear whether the instructor informed the librarian of the bookending they planned. Sometimes bookending included a pre-assignment or post-assignment, but often it was a less formal contextualizing introduction or debriefing.

Discussion

Understanding instructors' motivations for librarian involvement in classes is key to effective information literacy outreach and a successful information literacy program. Study results revealed that instructor motivations are seldom directly connected to the teacher's own experiences with information literacy. Instead, instructors' valuing of librarian contributions likely motivates them to seek information literacy instruction, as evidenced not only by continued requests for librarian involvement but also by active instructor participation during library sessions.

Impetus for Initial Librarian Involvement

The researchers expected that instructors with a history of involving the library in their courses would likely have had positive library experiences as students. They may have been frequent library users during their own education, and they may have had strong library research skills, perhaps due to formal library training that they received. This expectation was not supported by the study results, however. The results showed

no direct relationship between instructors' library experiences and requesting library instruction. Although most instructors classified themselves as either active or moder-ate library users as graduate students or instructors, they reported a wide range of experiences as undergraduates. Many did not have a librarian who came to their class to talk about library resources. Instead, they relied as undergraduates on ad hoc meth-ods for acquiring library research skills, resulting in perceived gaps and lingering confusion. Other teachers, however, had a meaningful experience with the library as undergraduates. While some instructors could point toward library instruction in their graduate education, few seemed to have had a specific experience like the one they wanted their students to have.

> **The results showed no direct relationship between instructors' library experiences and requesting library instruction.**

Study results highlight the importance of networks for motivating instructors to involve librarians in their classes. The most common ways to hear about library in-struction were from a colleague or course coordinator, or through direct contact with a librarian. None of the survey respondents learned about inviting a librarian from the library website, meaning they had not sought out the website with that service in mind. These findings suggest that reaching out, particularly personally, is most effective in matching instructors with librarians. This strategy may also help instructors identify a need for the service, especially as our findings suggest they may not have experience of library instruction during their undergraduate or graduate programs.

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Further, results indicated that instructor motivations were altruistic in nature. Teach-ers often mentioned wanting to give students a better experience than they had. Library research indicates that, in the past, many instructors were self-taught in their library research skills,[31] and this study suggests that it remains true today. These instructors, all of whom incorporate information literacy instruction into their courses, do not want their students to experience the same struggles they did learning to do library research.

Instructor Motivations for Continued Librarian Involvement

Instructors' motivations for continued librarian involvement also seemed to center on improving experiences and outcomes for students. One primary motivation was to leverage librarian expertise to reinforce their own instruction. Manuel, Beck, and Mol-loy noted that instructors saw librarians as an "outside authority" whom they could use as a separate voice to "maximize the effectiveness of what [they] say."[32] Similarly, respondents in this study indicated that they valued librarians as separate experts who could reinforce the importance of information literacy skills taught in the course. Librar-ians may look to faculty members to strengthen concepts taught in library instruction, believing that students will pay more attention to their professors than to a librarian

guest lecturer. This study reveals that instructors perceive librarians in a similar manner. Librarians and instructors can form a symbiotic relationship of authority to reinforce key concepts in the classroom.

In addition, instructors valued librarians as members of a campus-wide support network who could provide assistance for students. Instructors wanted students to identify the different resources available to them on campus. Like a writing or tutoring center, the library is a campus resource that instructors identified as important for students to know and to access independently. Inviting librarian involvement in the class was an intentional step by instructors to foster a network of support for students.

> **Librarians and instructors can form a symbiotic relationship of authority to reinforce key concepts in the classroom.**

Commentary and Bookending

The results of this study indicate that instructors value librarian involvement in their courses and see their librarian colleagues as experts, which confirms previous research.[33] Nevertheless, librarians guest lecturing in the classroom may feel uncertain of their authority there. For this reason, some librarians feel more comfortable with instructors who fully yield instructional authority to them during a library session. This study reveals, however, that many instructors see their role as active participants whose involvement is important to communicate the value of library instruction to students. One common strategy was to reinforce the librarian's teaching using "commentary." Librarians should note that when instructors interrupt and reiterate, they may want to emphasize the alignment between what the librarian is saying and what the instructor has previously taught.

Another engagement and reinforcement strategy that instructors often mentioned was bookending library instruction with explanations, supporting activities, or other resources. Instructors used these strategies to integrate library involvement into the structure of the course, to clarify and explain the purpose of library involvement, and to connect the library to student learning. Although instruction librarians can be frustrated by the brevity of instruction sessions, instructors' descriptions of their bookending techniques suggest that some instructors who offer limited class time may nevertheless emphasize the importance of the library session for their students.

Implications for Future Practice

The results of this study have several implications for future practice. First, study results suggest that librarians should focus less on advertising library instruction on library websites. Instead, they should concentrate on instructor networks and testimonials. College teachers not only learn from each other how to get information literacy support but also depend on their fellow teachers to reinforce how such support can be helpful. A testimonial from

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a colleague is strongly motivating. Testimonials could be collected after library sessions and used afterward. When a librarian has a positive interaction with one instructor, that librarian might build upon that relationship to create new instruction opportunities.

Study results also have important implications for librarian outreach to faculty. Instructors pointed to reinforcement by an outside authority and creating a support network for students as two important motivators for including a librarian in their class. When crafting pitches for collaboration with a faculty member, librarians should consider how their participation could support these two goals. They can discuss potential collaborations in these terms, using this common ground to create new opportunities for teamwork.

Instructors were less motivated by their own information literacy experiences as students than by their own approach in the classroom. They wanted to ensure that the library instruction sessions were integrated into their curriculum. By incorporating information about library resources into campus pedagogy support programs, librarians could show instructors that library instruction strengthened their curricula. Librarians should look for opportunities to participate in teaching academies or new teacher orientation to align information literacy instruction with the educational goals of the instructors. Librarians see their path to information literacy development as through instructor collaboration, but instructors also see themselves as learning and growing teachers, and it is important to nurture their interest in rich information literacy outcomes.

Limitations

This study focused on identifying a relationship between an instructor's decision to include the library in class and the instructor's own library experience. Our sample consisted of teachers who had requested library instruction. Other factors not explored may explain why some college teachers choose not to include librarians in their class. Additionally, this study was skewed in terms of gender, with 76 percent of respondents identifying as women. Some of the findings may align more closely with how women view their work than with how men see it, such as demonstrating encouragement and care for students.

It is unclear how the COVID-19 pandemic may have impacted the results of our study. The traumatic experience of a worldwide pandemic may have biased or changed responses by the instructors. Additionally, librarian involvement was likely atypical during the COVID-19 pandemic, relying more on asynchronous experiences and tools.

The goal of this study was to more fully understand factors that affect whether an instructor requests librarian involvement in a course. This study used a mixed methods approach that included a small, targeted survey. The survey's small sample size means it may not be indicative of the larger population. More surveys are needed at the institutional level and could be implemented by librarians as part of a larger assessment effort.

Conclusion

In this study, the researchers aimed to better understand college teachers' reasons for involving librarians in their teaching. Findings revealed that instructors primarily learned

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about collaborating with a librarian from peers or direct contact. Contrary to researcher expectations, instructors brought a mix of experiences with libraries to the classroom, suggesting that few are motivated by a desire to replicate their own library background. Instead, these instructors solicited librarian involvement because they valued librarian expertise, a finding supported by prior studies. College teachers also had altruistic motivations such as linking students to a support network. The researchers found that instructors often made connections between their course objectives and librarian content through bookending.

These findings could have ramifications throughout librarian work. For example, librarians interested in persuading instructors to involve them might appeal to the altruistic motivations of teachers. Directly including learning objectives related to students identifying support resources and knowing how to seek assistance from experts may resonate with instructors who want to help students. By better understanding these motivations, librarians can not only work more effectively with college teachers but also build on their existing relationships toward fruitful, collaborative, dynamic education.

Acknowledgments

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Appendix A

Survey

Instructor Motivators for Information Literacy Instruction

Thank you for taking the time to fill out this short survey today. This survey will focus on your experiences both now as an instructor, and previously as a student. It will take less than five minutes to complete.

Q1 You were selected for this survey because you requested library involvement in your course in the last year. What of the following describes the type of involvement in your class (select all that apply):

- ○ A tour of the library (1)
- ○ A librarian visited my course (online or in-person) and presented resources (2)
- ○ My class visited the library for a presentation about resources (3)
- ○ A librarian prepared a tutorial or a small website "libguide" for my course (4)
- ○ A librarian helped me design an assignment (5)
- ○ Other (6) _____

Q2 How did you first find out about the option of having the library involved in your course?

- ○ A colleague told me about the option (1)
- ○ I found it by searching around (2)
- ○ A librarian told me about the option / received an e-mail from the library (3)
- ○ A course coordinator told me about the option (4)
- ○ Other (5) _____

Q3 What are some of the reasons that you wanted library involvement in your course?

- ○ Frustrated with student work (1)
- ○ Found it helpful as a student (2)
- ○ It was it on a previous syllabus for a course that I taught (3)
- ○ Instructors were required to have library involvement (4)
- ○ Other (5)_____

Q6 Demographics

Q7 Role at the university:

- ○ Faculty (1)
- ○ Graduate student (TA) (2)
- ○ Other (3)

Q8 Highest degree achieved:

- ○ Doctorate (1)
- ○ Professional degree (2)
- ○ Master's degree (8)
- ○ 4-year degree (3)
- ○ Other (please describe) (4) _____

Q9 Gender _____

Q10 Years teaching

- 0–5 years (1)
- 5–10 years (2)
- More than 10 Years (3)

Q11 Disciplinary background
- Arts / Humanities (1)
- Social sciences / Business / Law (2)
- STEM (science, technology, engineering, mathematics) (3)
- Other (please describe) (5) _____

Q12 Disciplinary area where you predominantly teach
- Arts / Humanities (1)
- Social sciences / Business / Law (2)
- STEM (science, technology, engineering, mathematics) (3)
- Other (please describe) (5) _____

Q13 These next questions involve your library experience.

Q14 Thinking back to your experience of the library AS AN UNDERGRADUATE:
- I considered myself a frequent library user (1)
- I considered myself a moderate library user (2)
- I considered myself an infrequent library user (4)

Q15 I wish I had used the library more AS AN UNDERGRADUATE.
- Agree (1)
- Disagree (2)

Q16 In what ways did you use the library as an undergraduate student? (For example, as study space, online databases, checking out books, etc.)

_____
_____
_____
_____
_____

Q17 Thinking back to when you were an UNDERGRADUATE STUDENT, how would you assess your library skills and knowledge? How knowledgeable of a library user were you as an undergraduate student?
- 1— Not knowledgeable at all (1)
- 2— Slightly knowledgeable (2)
- 3— Neutral (3)
- 4— Somewhat knowledgeable (4)
- 5— Very knowledgeable (5)

Display This Question: If Role at the university: = Graduate student (TA)

Q18 Now, as a GRADUATE STUDENT, how would you assess your library skills and knowledge? How knowledgeable of a library user are you as a graduate student?
- 1— Not knowledgeable at all (1)
- 2— Slightly knowledgeable (2)
- 3— Neutral (3)
- 4— Somewhat knowledgeable (4)
- 5— Very knowledgeable (5)

Display This Question: If Role at the university: = Faculty

Q19 Thinking back to when you were a GRADUATE STUDENT, how would you assess your library skills and knowledge? How knowledgeable of a library user were you as a graduate student?

- ○ 1— Not knowledgeable at all (1)
- ○ 2— Slightly knowledgeable (2)
- ○ 3— Neutral (3)
- ○ 4— Somewhat knowledgeable (4)
- ○ 5— Very knowledgeable (5)

Display This Question: If Role at the university: = Faculty

Q20 Now, as a FACULTY MEMBER, how would you assess your library skills and knowledge? How knowledgeable of a library user are you as a faculty member?

- 1— Not knowledgeable at all (1)
- ○ ○2— Slightly knowledgeable (2)
- ○ 3— Neutral (3)
- ○ 4— Somewhat knowledgeable (4)
- ○ 5— Very knowledgeable (5)

Display This Question: If Role at the university: = Other

Q21 Now, as an INSTRUCTOR, how would you assess your library skills and knowledge? How knowledgeable of a library user are you as an instructor?

- ○ 1— Not knowledgeable at all (1)
- ○ 2— Slightly knowledgeable (2)
- ○ 3— Neutral (3)
- ○ 4— Somewhat knowledgeable (4)
- ○ 5— Very knowledgeable (5)

Q22 Looking back at your education, can you remember times in which librarians have been particularly helpful? Please describe.

_____
_____
_____
_____
_____

Appendix B

Interview Questions

1. How did you learn how to search for information in your discipline when you were a student? What was that experience like?
2. Are there differences between how you learned to search for information in your discipline and the way that your students are learning the same skills? Why or why not?
3. Thinking back to that first time that you invited a librarian to become involved with your class (as a guest lecturer, to provide a tutorial, etc.), what was the reason you made that initial invitation?

4. How long have you involved a librarian in your course?
    a. If you have involved a librarian for more than a year, how has that relationship changed over time?
    b. Has librarian involvement changed your curriculum or assignments at all? If so, can you talk about those changes and how they happened?
5. When you involve a librarian in your class, do you invite them to come and present in front of your students?
    a. When a librarian is teaching in your class, what do you do? What do you see as your role when the librarian is teaching?
    b. What strategies do you use to help make sure your students are engaged during the librarian's presentation?
6. Have you invited a librarian to become involved with your class since that initial visit? If so, why do you continue to invite them?
7. Why do you think it is important that your students be taught library research skills and information sources? (Manuel, Beck, and Molloy)
8. What particular information searching skills do you want students to demonstrate in your classes?
9. Why do you ask a *librarian* to teach your students library research skills and information sources? (Manuel, Beck, and Molloy)
    a. Do you teach library research skills and information sources yourself, in addition to librarian involvement or instead of librarian involvement?
10. What do you hope for your students to get out of librarian involvement with your classes?

Notes

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